Oakland Elementary

2728 Arlington Drive
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	462 Students	
Principal	Jennifer Swearingen	843-763-1510
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**Below Average**	**At-Risk**
2007	Below Average	At-Risk
2006	Average	Good
2005	Good	Excellent
2004	Average	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

http://ed.sc.gov
http://www.sceoc.org

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

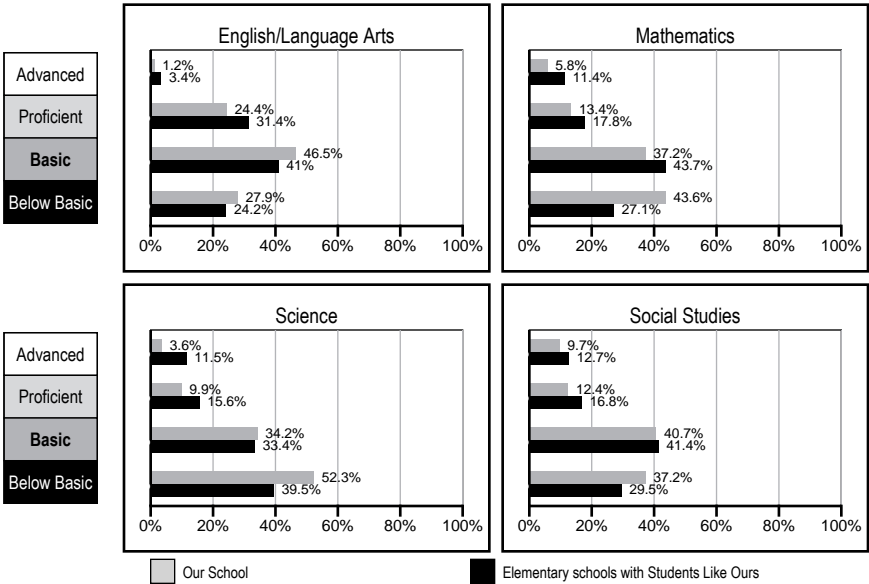Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	33	57	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)

English/Language Arts

Level	Our School	Elementary schools with Students Like Ours
Advanced	1.2%	3.4%
Proficient	24.4%	31.4%
Basic	46.5%	41%
Below Basic	27.9%	24.2%

Mathematics

Level	Our School	Elementary schools with Students Like Ours
Advanced	5.8%	11.4%
Proficient	13.4%	17.8%
Basic	37.2%	43.7%
Below Basic	43.6%	27.1%

Science

Level	Our School	Elementary schools with Students Like Ours
Advanced	3.6%	11.5%
Proficient	9.9%	15.6%
Basic	34.2%	33.4%
Below Basic	52.3%	39.5%

Social Studies

Level	Our School	Elementary schools with Students Like Ours
Advanced	9.7%	12.7%
Proficient	12.4%	16.8%
Basic	40.7%	41.4%
Below Basic	37.2%	29.5%

☐ Our School   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Term	Definition
Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=462)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 2.7%	2.8%	2.3%
Attendance rate	95.3%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	4.4%	Down from 5.0%	6.5%	10.4%
With disabilities other than speech	6.3%	Down from 7.9%	8.8%	7.5%
Older than usual for grade	0.9%	Down from 2.4%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 1.6%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Up from 51.4%	53.1%	56.7%
Continuing contract teachers	84.8%	Up from 74.3%	75.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.7%	Up from 83.5%	85.9%	86.4%
Teacher attendance rate	94.9%	Up from 93.9%	94.7%	94.9%
Average teacher salary	$46,698	Up 7.0%	$44,473	$45,345
Professional development days/teacher	9.7 days	Up from 7.9 days	13.0 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 21.0 to 1	18.2 to 1	18.5 to 1
Prime instructional time	89.1%	Up from 88.5%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	58.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	$6,991	Down 7.4%	$7,358	$7,052
Percent of expenditures for instruction*	73.8%	Up from 72.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	68.4%	Down from 69.0%	63.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Oakland Elementary School has a long, rich history of meeting the needs of children in its community. Oakland is located in the West Ashley area of Charleston. We serve a student population that comes from a wide range of cultural and socio-economic backgrounds. Our school educates students in Orthopedically Impaired, Learning Disabled, Speech, Child Development, and Kindergarten through Fifth Grade classes. Administrators, teachers, and staff make our school a positive place for students, parents, and families within our community.

Oakland offers a traditional education that focuses on the basics, while enhancing the curriculum with technology, creative arts, and many other programs. Oakland has enriched its academic curriculum through the continuation of a Comprehensive School Reform Grant that enabled us to infuse technology and more into the core instructional areas. The web-based CompassLearning Program has made it possible for us to tailor remediation, practice, and enrichment activities for all of our students. Parents access the program and monitor student progress remotely and at our school.

Oakland has repeatedly received recognition for excellence at the state, local, and national levels. Some of the significant accomplishments include being a National Blue Ribbon School Winner and receiving Exemplary Writing Awards. We have earned the Palmetto Gold Award for our high academic achievement for three years, and we received the Palmetto Silver Award for one year. We have also met 100% of the NCLB Average Yearly Progress (AYP) indicators and have been recognized by the Education Oversight Committee (EOC) for Closing the Achievement Gap for Historically Underachieving Students.

The goals established this year pertaining to academic performances are (1) students performing in the proficient and advanced levels on the PACT standardized assessment will continue to increase by 5% and (2) students performing below basic will continue to decrease by a minimum of 5%.

Oakland has a highly skilled staff committed to providing a strong educational program with elevated expectations for student achievement. "Teaching Tigers to Triumph" is the motto that drives us to deliver an excellent instructional curriculum and a safe, friendly, and inviting learning environment.

Deitra L. Brown, Principal
Nicole Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	58	39
Percent satisfied with learning environment	83.3%	82.5%	84.2%
Percent satisfied with social and physical environment	87.5%	79.3%	86.8%
Percent satisfied with school-home relations	83.3%	75.9%	84.6%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress | NO

This school met 10 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	**The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."**
HOLD	**The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."**

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
All Students	203	100	27.3	46	25.6	1.1	34.7	53.5	48.2	Yes	Yes
Gender											
Male	122	100	26.2	48.6	24.3	0.9	33.6	47.3	41.7	N/A	N/A
Female	81	100	29	42	27.5	1.4	36.2	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	43	100	13.5	40.5	43.2	2.7	56.8	77.6	60	I/S	Yes
African American	158	100	31.4	47.4	20.4	0.7	28.5	32.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	39	100	48.6	37.1	14.3	0	17.1	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	153	100	29.2	50.8	20	0	28.5	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
All Students	203	100	42.6	37.5	14.2	5.7	31.8	49.7	45.8	No	Yes
Gender											
Male	122	100	38.3	40.2	15	6.5	34.6	49.5	45.6	N/A	N/A
Female	81	100	49.3	33.3	13	4.3	27.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	43	100	27	37.8	27	8.1	48.6	75.6	59	I/S	Yes
African American	158	100	46.7	37.2	10.9	5.1	27.7	26.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	39	100	65.7	22.9	8.6	2.9	14.3	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	153	100	46.2	38.5	12.3	3.1	24.6	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	128	100	51.3	33.6	11.5	3.5	15	39.2	35.7	95.3	96
Gender											
Male	75	100	52.2	28.4	14.9	4.5	19.4	40.8	37.4	95.4	95.8
Female	53	100	50	41.3	6.5	2.2	8.7	37.6	33.8	95.1	96.1
Racial/Ethnic Group											
White	25	100	28.6	28.6	28.6	14.3	42.9	66.4	49.2	93.9	96.1
African American	103	100	56.5	34.8	7.6	1.1	8.7	15.3	17	95.8	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	92.3	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	93.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	95.6	95.7
Disability Status											
Disabled	30	100	65.4	19.2	11.5	3.8	15.4	16.6	14	93.3	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	93.3	96.3
Socio-Economic Status											
Subsized meals	95	100	58.5	32.9	7.3	1.2	8.5	17.1	21.1	95	95.5
Social Studies											
All Students	133	100	35.9	40.2	14.5	9.4	23.9	40.2	34	95.3	96
Gender											
Male	78	100	37.7	33.3	17.4	11.6	29	42	36.6	95.4	95.8
Female	55	100	33.3	50	10.4	6.3	16.7	38.3	31.3	95.1	96.1
Racial/Ethnic Group											
White	29	100	36	36	12	16	28	63.3	44.5	93.9	96.1
African American	102	100	36.7	40	15.6	7.8	23.3	19.1	19.1	95.8	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	92.3	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	93.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	95.6	95.7
Disability Status											
Disabled	24	100	47.8	39.1	13	0	13	18.2	14.4	93.3	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	93.3	96.3
Socio-Economic Status											
Subsized meals	101	100	40.9	39.8	13.6	5.7	19.3	20.1	21	95	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	65	96.9	17.9	48.2	33.9	0	33.9
2007	4	61	100	29.8	47.4	19.3	3.5	22.8
2007	5	69	100	42.9	42.9	14.3	0	14.3
2007	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	79	100	25.8	30.3	40.9	3	43.9
2008	4	56	100	23.1	55.8	21.2	0	21.2
2008	5	68	100	32.8	55.2	12.1	0	12.1
2008	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	65	100	32.8	53.4	10.3	3.4	13.8
2007	4	61	100	38.6	45.6	7	8.8	15.8
2007	5	69	100	27	44.4	22.2	6.3	28.6
2007	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	79	100	48.5	36.4	9.1	6.1	15.2
2008	4	56	100	46.2	28.8	15.4	9.6	25
2008	5	68	100	32.8	46.6	19	1.7	20.7
2008	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	34	100	56.7	16.7	23.3	3.3	26.7
2007	4	61	100	50	30.4	14.3	5.4	19.6
2007	5	35	100	61.3	22.6	6.5	9.7	16.1
2007	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	40	31.4	28.6	0	28.6
2008	4	56	100	67.3	26.9	3.8	1.9	5.8
2008	5	33	100	34.6	50	3.8	11.5	15.4
2008	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	21.4	53.6	21.4	3.6	25
2007	4	61	100	28.6	41.1	21.4	8.9	30.4
2007	5	35	100	38.7	48.4	9.7	3.2	12.9
2007	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2007	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	41	100	46.9	34.4	15.6	3.1	18.8
2008	4	56	100	30.8	46.2	11.5	11.5	23.1
2008	5	36	100	33.3	36.4	18.2	12.1	30.3
2008	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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